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ABSTRACT

This 14-item annotated bibliography provides background information on the efforts of several professional groups to define codes of ethics for their members' guidance. It was prepared to aid the members of the American Vocational Education Research Association (AVERA) in their study of ethical principles and guidelines for professional behavior, and to inform them about the substance of relevant codes of ethics and about strategies for their development. Works which contain the codes of ethics for the American Association of University Professors, the American Psychological Association, the Association of California School Administrators, and the teachers of learning disabled children and youth are listed and annotated. Other topics included in this bibliography are the ethics and ethics activities in social and behavioral science research, scientific and engineering societies, educational administration, and academics. One general work on ethics and the professions is also included. (JW)

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PROFESSIONAL ETHICS IN VOCATIONAL EDUCATION RESEARCH: AN ANNOTATED BIBLIOGRAPHY OF RELATED LITERATURE

compiled by

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREFACE

In 1982, AVERA President Ronald D. McCage brought into being a Professional Ethics Committee for the purpose of preparing a Code of Ethics for the organization. The Professional Ethics Committee, under the leadership of Joel Magisos, Chairperson, undertook the task of stimulating study and dialogue related to the topic of ethics in vocational education research. This document was prepared to provide the membership with background information for study and reflection.

It is through continuing interest and interaction that the membership of an organization can develop an appropriate and effective Professional Code of Ethics. This document will no doubt make a significant contribution to that process, and AVERA is indebted to Dr. Judith Samuelson for her diligence and scholarship in its preparation. We may now more effectively continue the study, reflection, and interaction which are essential to our deliberations.

Earl Russell
President

AVERA Professional Ethics Committee

Donald Clark	Texas A&M University
Joel Magisos (Chairperson)	The Ohio State University
Judith Samuelson	The Ohio State University
Carol Sanders	University of Illinois
Paul Scott	University of Georgia
Peter Seidman	Illinois State Department of Education

INTRODUCTION

All professions, including vocational education, increasingly are being called upon to specify what it is that they contribute to society. They are also under pressure to demonstrate that they are actually making that contribution, not merely satisfying the needs of the profession. The constantly changing nature of the expectations held by the public for vocational education professionals increases the difficulty of the task. Through these dynamic public attitudes, however, runs a current of certainty that vocational education has an important role to play and makes a vital contribution to the welfare of society and to the resolution of significant problems faced by individual members of society.

Conflicts of values are not limited to those that arise between professionals and the greater society. Conflicts also exist within professions--between personal values of individuals and those espoused by the organization and, indeed, related to ethical principles within the profession. Lack of clarity as regards the ethical principles of the profession intensifies these problems due to a lack of mutually agreed upon, articulated guidelines for professional behavior and universal commitment to a generally accepted code of ethics.

The annotated bibliography that follows provides information about the efforts of other professional groups to define codes of ethics for their members' guidance. The various roles of the academician are the focus of the efforts by the American Association of University Professors, whereas the American Psychological Association focuses on principles and areas of responsibility. The code developed for teachers of learning disabled children and youth is, likewise, organized around areas of responsibility.

A content analysis of codes of ethics in educational administration reveals a method of organization developed around behavioral characteristics. A seminar at Rutgers explored values conflicts, moral dilemma, and ethical problems created by role relationships. Strategies for analyzing such problems are suggested by Paul D. Reynolds. The characteristics of a good code of ethics are discussed by George M. Schurr. An excellent overview of the ethics activities of societies affiliated with the American Association for the Advancement of Science is provided by Rosemary Chalk and others.

Through the study of these resources and the subsequent adoption of a thoughtfully defined code of ethics, vocational education research can legitimate its interests by demonstrating that professional practice is auditable, serves society, and avoids conflicts of interests. The dialogue generated by efforts to define the values of the profession and create a code of ethics embodying those values is, in itself, a valuable instructive experience for members of the profession. It is through such activities that the profession retains its vitality and the members maintain theirs.

It is hoped that the members of AVERA will avail themseleves of the opportunity provided by this document to become fully informed about the form and substance of relevant codes of ethics and about strategies for their development. The outcome of this endeavor is certain to be beneficial to the profession and to society.

ANNOTATED BIBLIOGRAPHY

American Association of University Professors. "Statement on Professional Ethics." New Directions for Higher Education 33 (1981): 83-85.

This article sets forth the general standards that serve as a reminder of the variety of obligations assumed by all members of the profession. The standards relate to the responsibilities of the professor as (1) scholar--to seek and state the truth as he or she sees it and the freedom of inquiry; (2) teacher--to encourage the free pursuit of learning and exemplify the best scholarly standards; (3) colleague--to respect and defend the freedom of inquiry of his or her associates; (4) member of an institution--to seek to be an effective teacher and scholar, respecting the needs of the institution; and (5) member of the community--to represent the institution well and further public understanding of academic freedom.

American Psychological Association. Casebook on Ethical Standards of Psychologists. Washington, DC: American Psychological Association, Inc., 1967.

This publication is organized around the principles comprising the 1963 version of the APA Code: (1) general, (2) competence, (3) moral and legal standards, (4) misrepresentation, (5) public statments, (6) confidentiality, (7) client welfare, (8) client relationships, (9) impersonal services, (10) announcement of services, (11) interprofessional relationships, (12) renumeration, (13) test security, (14) test interpretation, (15) test publication, (16) research precautions, (17) publication credit, and (18) responsibility toward organization. The complete 1963 version of the code is appended.

American Psychological Association. Ethical Standards of Psychologists. Washington, DC: American Psychological Association, 1953.

This document represents an effort on the part of psychologists to define and give explicit expression to the ethical values that are regarded as important in their professional relationships. Included are discussions of six areas in which ethical problems are encountered: (1) public responsibility, (2) client relationships, (3) teaching, (4) research, (5) writing and publishing, and (6) professional relationships.

American Psychological Association. Ethical Standards of Psychologists (1977 Revision). Washington, DC: American Psychological Association, 1977.

This publication is the result of nine years of work by several task forces and committees of the American Psychological Association. It recognizes that freedom of inquiry and communication create the responsibility for competence, objectivity, and concern for the best interests of clients, colleagues, and society in general. In pursuit of these ideals, psychologists subscribe to principles in the following areas: responsibility, competence, moral and legal standards, public statements, confidentiality, consumer welfare, professional relationships, utilization of assessment techniques, and pursuit of research activities.

Association of California School Administrators. Code of Ethics and Implementing Policy and Procedure. Legal Aid Policies and Procedures. Association of California School Administrators, Burlingame, CA: 1972. (ED 119 315)

This document presents the Association of California School Administrators' (ACSA) Code of Ethics. The appendices present an amplification of the Code of Ethics, a discussion of the code's direct application to administrators, and a discussion of the other functions of the ACSA Personnel Standards Committee, along with procedures for implemention. The amplification discusses ACSA policy statements. These indicate that professional school administrators (1) constantly uphold the highest standards of responsibility and the dignity of their profession in all their actions and relations with pupils, colleagues, school board members, and the public; (2) obey local, state, and national laws, hold themselves to high ethical and moral standards, and express loyalty to their country and to the cause of democracy and liberty; (3) accept the responsibility throughout their careers to ascertain and use and contribute to the growing body of specialized knowledge, concepts, and skills which characterize school administration as a profession; (4) strive to provide the finest possible educational experiences and opportunities to all students in their school or district; (5) when applying for a position or entering into contractual agreement, seek to preserve and enhance the prestige and status of their profession; (6) carry out in good faith all policies duly adopted by the local board and the regulations of state authorities and render professional service to the best of their ability; (7) honor the public trust of their position above any economic or social rewards; (8) do not permit considerations of private gain nor personal economic interest to affect the discharge of professional responsibilities; and (9) recognize that the public schools are the public's business and seek to involve the public fully and keep them honestly informed about their schools.

Chalk, Rosemary, et al. Professional Ethics Activities in the Scientific and Engineering Societies. AAAS Professional Ethics Project. Washington, DC: American Association for the Advancement of Science, 1980. (ED 197 945)

This publication is intended to serve as a resource for future inquiries and as a foundation for evaluating the functions of professional societies. Presented is an overview of the ethics activities undertaken by societies affiliated with the American Association for the Advancement of Science (AAAS). Included are (1) reviews of previous surveys of organizations which had adopted codes of ethics, (2) descriptions of the methodology and findings of the ethics survey and workshop sponsored by the AAAS, (3) highlights of the ethics activities of selected AAAS affiliates, and (4) conclusions and recommendations. The recommendations assert that scientific and technical societies should (1) develop programs and activities to sensitize members and the public to the values affecting the development and use of professional knowledge; (2) strive to identify the basic ethical principles which represent the shared aspirations of their profession; (3) recognize that ethical principles are guidelines, not rules, which cannot be imposed or broken; (4) prepare rules of professional conduct that can be understood easily by the members and those affected by the members' professional work; (5) develop procedures for adjudicating complaints and providing society sanction or support actions; (6) try to provide support services to their members, including counseling and mediation activities, and, if necessary, financial or legal aid; (7) ensure that serious allegations of unprofessional conduct, whether raised by persons within or outside the profession, are reviewed in a manner that provides a fair and thorough review for all parties; (8) conduct periodic reviews of values important to their members' work; (9) publish and distribute a report on the "State of Professional Ethics" in their profession; (10) coordinate their professional ethics activities to call attention to concerns that cut across disciplinary lines; (11) provide representatives of the public and private groups affected by the professional work of scientists and engineers an opportunity to express their concerns; (12) recognize that they are one of several groups--including employers and non-governmental and governmental organizations--which develop rules and guidelines affecting the professional work of scientists and engineers; (13) seek to ensure that those organizations which employ their members recognize the importance of ethical concerns associated with the development and application of science and technology; (14) engage in activities that improve our understanding of the interaction between the societies and their external environment and of the impact that such interaction has on the societies' actions; and (15) conduct studies designed to identify useful criteria and to apply these criteria to measure and evaluate the full range of ethics activities implemented by the societies.

Code of Ethics and Competencies for Teachers of Learning Disabled Children and Youth. Kansas City: University of Kansas, 1978. (ED 161 198)

This document presents a code of ethics developed to provide a structure for upgrading of professional services afforded learning disabled individuals. The code suggests that in the area of professional competence, members should (1) profess the proper qualifications, (2) strive to assure that trainees receive the skills considered necessary for effective delivery of services, and (3) constantly upgrade their skills. In relation to the welfare of the individual served, members should (1) adhere to practices that are in keeping with legal standards; (2) not condone discrimination on the basis of race, sex, religion, or national orgin; (3) assume responsibility for their roles as helping members of our society; and (4) safegard the confidentiality of information. Regarding research and publications, members should (1) inform the individuals involved in studies about the nature of the activities; (2) concern themseleves about ethical treatment of research data; and (3) strive to select outlets for publications that represent quality in style, fairness in selection practices, and competence in research standards. In the area of professional relationships, members should (1) recognize the competencies and expertise of other members, (2) observe the organization's code of ethics in all professional endeavors, (3) refrain from claiming to offer services representing a skill for which they are not trained, and (4) refrain from advertising or endorsing a product in such a way as to give the appearance of representing the organization.

Diener, Edward, and Crandall, Rick. Ethics in Social and Behavioral Research. Chicago: The University of Chicago Press, 1978.

This volume deals with the ethics of conducting scientific research and with questions about the role personal values play in research. Included are discussions of (1) ethical treatment of participants and (2) ethics related to selected nonlaboratory approaches, professional issues, and science and society. The text concludes with suggested guidelines for statements of ethical concerns, including (1) sensitivity and responsibility, (2) precautions to safeguard participants, (3) informed consent, (4) less powerful participants, (5) privacy, (6) deception, (7) review by others, (8) experiments in change, (9) objectivity and competence, and (10) uses of research knowledge.

Klimes, Rudolph E. Content Analysis and Taxonomy of Selected Codes of Ethics in Educational Administration. Berrian Springs, MI: Andrews University, 1978. (ED 150 700)

This publication presents a content analysis of ten codes of ethics in educational administration. A five-category taxonomy of components of codes of ethics is included. The categories are (1) supporting, (2) pursuing (development), (3) controlling, (4) communicating, and (5) avoiding. It is concluded that codes of ethics in educational administration (1) have sufficient common elements to make the formulation of a taxonomy possible, (2) are generally much shorter than codes of ethics in other professions, (3) generally provide no vehicle for enforcement, (4) are designed to provide a general direction rather than specific guidance, (5) center on general professional regulations rather than on ethical issues, and (6) generally provide for the whole range of activities and functions of the profession.

Orzack, Louis H., and Simcoe, Annell L. (eds.) The Professions and Ethics: Views and Realities in New Jersey. Graduate School of Education. New Brunswick, NJ: Rutgers University, 1982.

This document contains the papers presented at a forum on professional ethics held at Rutgers University in 1981. Some of the topics addressed include (1) conflicts of values or ethical principles within a profession, (2) conflicts between professional values and the values of the broader society, and (3) conflicts between the personal values of professionals and the values espoused by the profession of which that person is a part. Some problems discussed include (1) personal-moral dilemmas; (2) the ethical problems of institutional structures and arrangements; and (3) the moral problems posed by use of certain methodologies, techniques, or characteristic modes of operating on the part of professions.

Reagan, Charles E. Ethics for Scientific Researchers. Final Report. Manhattan, KS: Kansas State University, 1969. (ED 044 288)

This report discusses the ethical problems and issues arising from scientific research. It is based primarily on interviews of scientists and an extensive literature review. Discussed are the fundamentals of ethics, including an introduction to ethics, the nature of ethics, normative theory, and the justification of ethical principles. Included is an annotated bibliography intended to aid individuals undertaking research in ethics.

Reynolds, Paul D. Ethical Dilemmas and Social Science Research. San Francisco: Jossey-Bass, 1979.

This volume has two objectives: (1) to provide an overview of the major moral dilemmas associated with the social science enterprise and (2) to assist investigators in developing the confidence to resolve such quandaries on their own. Discussed are (1) ethical dilemmas--the issues and sources of solutions; (2) moral, legal, and political issues; (3) effects of research for participants and society; (4) waiving rights--application of informed consent; (5) overt experiments and analysis of the research dilemma; (6) descriptive studies and analysis of the research dilemma; (7) unknowing participants and analysis of the research dilemma; (8) professional associations and standards for research; (9) federal guidelines for research with individual participants; (10) legal developments affecting investigators' and participants' rights; (11) variations in professional philosophies; and (12) dilemmas in the application of knowledge. Several codes of ethics are appended.

Reynolds, Paul D. Ethics and Social Science Research. Englewood Cliffs: Prentice-Hall, 1982.

This publication is designed to provide the knowledge and a strategy for facilitating the analysis of moral problems in social science research and applications to practical affairs. The perspectives and approaches of the discussion are drawn from the codes of ethics developed by associations representing social scientists. Codes of ethics appended include (1) Principles of Professional Responsibility (American Anthropological Association), (2) Rules of Conduct (American Political Science Association), (3) Ethical Principles of Psychologists (American Psychological Association, and (4) Code of Ethics (American Sociological Association).

Schurr, George M. Toward a Code of Ethics for Academics, 1979. (ED 181 795)

This document discusses considerations related to the establishment of a code of ethics for academics. It suggests that a code of ethics must (1) explicitly delimit the responsibility and involvement of a professional; (2) be specific and enforceable; and (3) legitimate the interests of academics by showing, at the very least, that good academic practice is auditable, serves society at large, and avoids conflicts of interest. A 1966 statement on professional ethics endorsed by the American Association of University Professors is appended.